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This description of the Advanced Placement Program in French for secondary school students furnishes (1) goals of the course, (2) a reading list to be used in preparation for the exam, and (3) an outline of the test. Examples and achievement standards are offered with sample test items. Interested individuals and institutions are also provided with information relative to procedures used for student evaluation and other sources which would be of value in an attempt to establish an Advanced Placement Program. This leaflet describes the program in French for 1969-70 as well as for 1968-69. For related documents see FL 001 481, FL 001 482, and FL 001 483. (RL)

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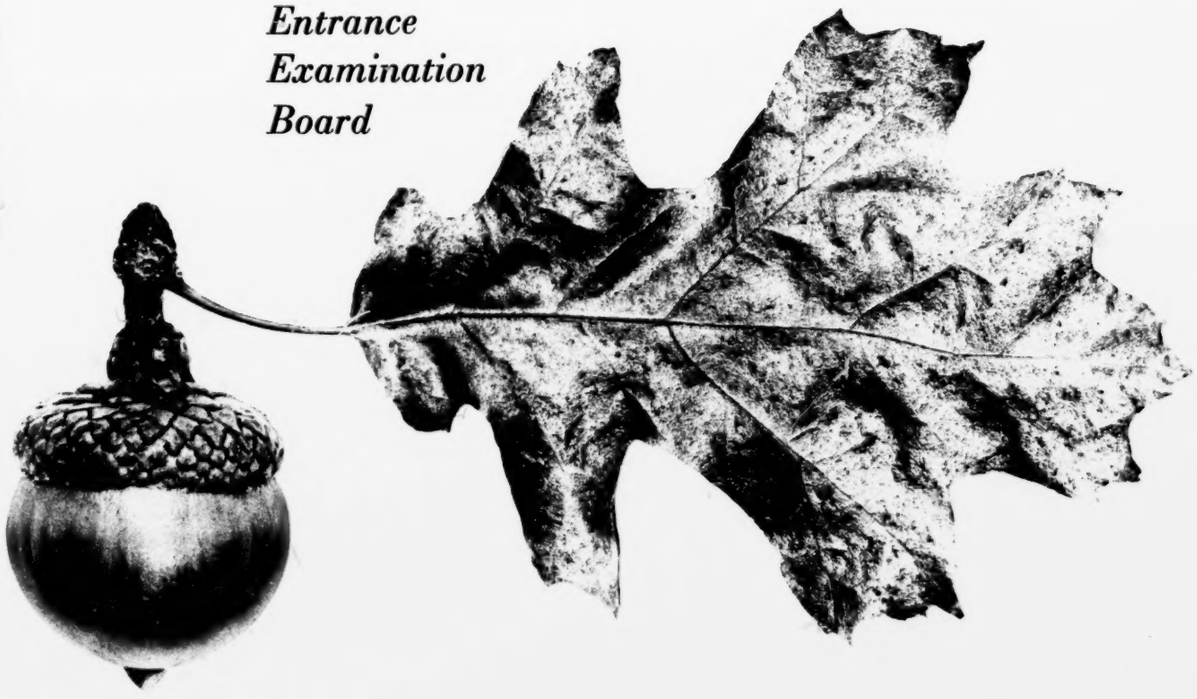

FL 001 484

1968-69 ADVANCED PLACEMENT FRENCH

Additional copies of this offprint leaflet may be ordered from College Entrance Examination Board, Publications Order Office, Box 592, Princeton, New Jersey 08540. Similar offprints are available for each subject included in *1968–70 Advanced Placement Course Descriptions*. The price of offprints is 50 cents per copy. Please order by subject.

The following related publications may also be ordered from the Publications Order Office:

1968–70 Advanced Placement Course Descriptions. This book, consisting of 191 pages, contains course descriptions and sample examination questions in the following subjects: American history, biology, chemistry, English, European history, French, German, Latin, mathematics, physics, and Spanish. The price is $2.50 per copy (20 percent discount for orders of five or more copies).

A Guide to the Advanced Placement Program discusses the objectives, offerings, and activities of the Advanced Placement Program. Copies are available on request.

Interpreting and Using Advanced Placement Examination Grades explains how the grades are determined and what they mean. The price is 25 cents per copy.

College Advanced Placement Policies, 1968, lists the Advanced Placement policies of more than 970 colleges. The entry for each college gives the name of the college and the lowest Advanced Placement Examination grades the college will normally accept for advanced placement or credit, or both, in each of the Advanced Placement subjects. Also listed is the name of the person at each college to whom inquiries may be directed. The price is $1 per copy.

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Introduction

The Advanced Placement Program of the College Entrance Examination Board offers college-level course descriptions and examinations in 11 disciplines. Through these, secondary schools provide the opportunity for their stronger students to proceed meaningfully, at an appropriate pace, without their advanced achievement being ignored by the colleges of their choice.

The course descriptions and examinations are available in American history, biology, chemistry, English, European history, French, German, Latin, mathematics, physics, and Spanish. This leaflet is an example of one such course description; leaflets are also available in the other 10 subjects. A collection of all the course descriptions, together with a detailed account of their relationship to the Advanced Placement Program, is available under the title *1968–70 Advanced Placement Course Descriptions.*

In every subject the course description and the examination are established by a committee of school and college teachers. The course description is under constant review and is revised and republished every two years. Supplementary revisions are published when necessary.

The course description, discussed annually at the Advanced Placement Program conference held in each field of study, is the special responsibility of the rotating committee of examiners in the subject concerned. In every discipline the course descrip-

tion is the result of more than 10 years' debate and deliberation on the form of advanced preparation that can best be offered to stronger students in secondary schools to prepare them for advanced placement at college.

Each course description, therefore, provides a professional consensus at which schools can direct their efforts and from which colleges can anticipate the preparation that a candidate has received. Thus the course descriptions constitute the essence of the Advanced Placement Program and offer a way by which hundreds of schools and colleges can provide responsible, effective curricular articulation for thousands of able, ambitious students every year.

To this end the course descriptions are made sharp enough to convey a clear, professional meaning to a department chairman or curricular consultant. Yet, they are kept sufficiently loose and flexible to allow for the strengths and preferences of individual teachers in differing circumstances. And they are clarified further by the examination in each field. For the examination, in both form and content, affords another illustration of the nature of the advanced study that the examining committees have in mind. A limited supply of essay questions that have been used in the examinations may be purchased from Educational Testing Service, Princeton, New Jersey 08540.

The Advanced Placement Examinations are offered every May. They are three-hour examinations with the exception of the four Latin examinations, each of which is an hour and a half in length. The examinations are prepared by the committees and based on the course descriptions. The flexibility and choices of the course descriptions are mirrored in the examinations, while the professional consensus of what constitutes meaningful advanced preparation remains their constant objective.

All the examinations contain essay or problem-solving sections. They also contain multiple-choice questions to provide swift tests of subject matter, keep costs tolerable, and increase both the reliability and stability of the results—that is, the likelihood

that a student taking the examination in subsequent years would receive the same grade.

The examinations in each field are then read and graded by a committee of school and college teachers under the direction of a chief reader, a college professor chosen especially for this purpose. The chief reader sits with the committee in order to assure communication between the two groups and is responsible for transmitting and translating the examiners' expectations into the readers' grades.

These grades reflect the readers' professional judgment of the candidates' qualifications based on the course descriptions: 5–extremely well qualified, 4–well qualified, 3–qualified, 2–possibly qualified, 1–no recommendation.

Hence it is critically important that every teacher presenting candidates, and every college professor receiving them, be familiar with the examiners' expectations in each field, for they are the basis of the examination and therefore of the grade. It is to this end that this leaflet has been prepared.

Further information about the Advanced Placement Program may be obtained from Harlan P. Hanson, Director of the Advanced Placement Program, College Entrance Examination Board, 475 Riverside Drive, New York, New York 10027; or from the appropriate College Board regional office:

Midwest: Hollace G. Roberts, Director
625 Colfax Street, Evanston, Illinois 60201
Northeast: Bernard P. Ireland, Director
475 Riverside Drive, New York, New York 10027
South: Robert E. Stoltz, Director
Sewanee, Tennessee 37375
Southwest: Harry M. Gerlach, Director
2813 Rio Grande Street, Austin, Texas
Mailing address: Box 7276, Austin, Texas 78712
West: Robert G. Cameron, Director
800 Welch Road, Palo Alto, California 94304

In the College Board Advanced Placement Program, the only course description revised for 1969-70 is that for European History. The new edition is currently available.

Since the 1969-70 course descriptions for other subjects have not changed, we are continuing to use existing copies of the 1968-69 Course Description booklets for the present.

The information given on the back cover of this booklet is now obsolete. The examination date, the Conference dates and location, and the Committee of Examiners and Chief Reader for this subject may be found in the new edition of A Guide to the Advanced Placement Program.

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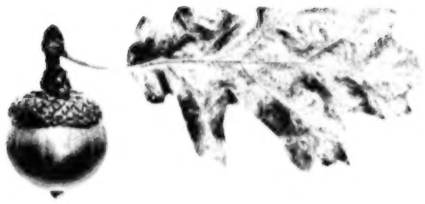

FRENCH

The Advanced Placement Program in French is intended for highly qualified students in the final stages of their secondary school training. These students should be interested in and capable of completing a course that is comparable in content and in difficulty to a college-level Introduction to French Literature.

The Program consists of: (1) a *course* designed to provide the competent student with a challenging and stimulating context in which to develop his intellectual potential through advanced study of French literature and language, and (2) an *examination* that measures achievement in that course.

In some schools the Program may prove most effective if students are selected on a preliminary basis by the end of the second year and given guidance in special work as early as possible.

Course

The primary objective of the course is the development and application of a discriminatory appreciation of the French language and some of its literary expressions. This appreciation includes the following.

A. Proficiency in the fundamental language skills to a degree that enables the student
   1. To understand what an educated native speaker of French is saying when he speaks at a normal speed and at some length on a subject of a nonspecialized nature
   2. To read with comprehension at sight, prose and verse passages of moderate difficulty and mature content

3. To express in speech and in writing, mature reactions, opinions, and sound critical judgments phrased in correct contemporary French

B. A knowledge of selected major works representative of the principal genres and major trends and periods in French literature. This knowledge should include an understanding of events in the life of the author or in the period in which he lived or about which he wrote to the extent that is essential to the comprehension of the work involved. Students are not expected to have an extensive knowledge of literary history, nor should the course in any way be understood to be a general survey of French literature.

Reading list

The course and the literary portions of the examination are based on the following reading list.

*Villon, selected poems: from *Le Grand Testament*—"Je plains le temps de ma jeunesse . . . Mort saisit sans exception," "Ballade des dames du temps jadis," "Ballade à Notre Dame à la requête de sa mère"; "Ballade des pendus"

Rabelais: *Pantagruel*

Corneille: *Le Cid* or *Polyeucte*

Molière: *Le Misanthrope* or *Tartuffe*

Racine: *Andromaque* or *Phèdre*

*Pascal, selected *Pensées* including the following notions: "L'Esprit de géométrie et l'esprit de finesse," "Les Deux infinis," "Les Puissances trompeuses," "L'Imagination," "L'Amour propre," "Le Pari," "Le Coeur et la raison"

Prévost: *Manon Lescaut*

Voltaire: *Candide*

Rousseau: *Discours sur les sciences et les arts*

*Vigny, selected poems: "Moïse," "Le Cor," "Les Destinées," "La Maison du Berger," "La Mort du Loup," "Le Mont des Oliviers"

*Hugo, selected poems from *Les Contemplations:* "La Vie aux champs," "Elle était déchaussée," "Melancholia," "Elle avait pris ce pli," "Demain dès l'aube," "A Villequier," "Mors," "Paroles sur la dune," "Ce que dit la bouche d'ombre," "A celle qui est restée en France"

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*The selections given for these authors represent a minimal list; candidates are strongly encouraged to read others.

*Baudelaire, selected poems: "Préface au lecteur," "L'Albatros," "Elévation," "Correspondances," "La Vie antérieure," "Hymne à la beauté," "Une charogne," "Harmonie du soir," "Invitation au voyage," "La Cloche fêlée," "Spleen" (Quand le ciel . . .), "Le Voyage," "Recueillement"
Balzac: *Le Père Goriot*
Flaubert: *Madame Bovary*
Sartre: *Les Mouches*
Camus: *L'Etranger*

The reading list is panoramic since it encompasses the broad spectrum of French literature from the late Middle Ages to the contemporary period. It is representative of the major genres and authors whose art is universally considered to exemplify the higher forms of expression of French language and thought. The list is selective rather than inclusive in order to ensure similarity of course content and facilitate accurate measurement on the examination.

Except where specific selections have been indicated, the works should normally be read in their entirety. Reading should include both intensive classwork and extensive reading outside of class. It is recommended that part of the student's preparation include frequent question and answer periods, listening comprehension practice, oral content quizzes, and oral and written discussions based on analysis of the situations, emotions, ideas, and implications found in the works. The student should also master the basic terms and techniques of literary analysis of both prose and verse.

Examination

The Advanced Placement Examination in French is three hours in length. Questions may vary in form and type from year to year. The examination is intended to measure the student's competence in the use of language (listening comprehension, reading comprehension, and writing), his knowledge of the works on the reading list, and his ability to apply his skills and knowledge to

*The selections given for this author represent a minimal list; candidates are strongly encouraged to read others.

the interpretation of literary texts. Students are required to write in French. A single score, which is a composite score based on the student's performance in both language and literature, is reported. Students are not permitted to use dictionaries or other reference works during the examination. The examination consists of the following sections.*

Section I

PART A. LISTENING COMPREHENSION

The listening comprehension test is a recorded lecture on a topic of interest on which the students should take notes. The lecture is approximately 12 minutes in length. A series of questions based on the content of the lecture is printed in the examination book; each question is followed by four choices from which the student is expected to select the correct answer.

PART B. READING COMPREHENSION

The student is required to read one or more passages in French and answer multiple-choice questions intended to measure the depth and accuracy of his understanding. The passages are not taken from the works on the reading list but are of comparable sophistication and difficulty. An example of such a text and a few sample questions follow.

De quel droit cette critique s'autorise-t-elle à prononcer un verdict finalement assez redoutable, puisqu'il ne vise à rien de moins qu'à faire naître, ou, au contraire, à écraser presque dans l'oeuf, le fruit de beaucoup de veilles et de quelque ambition. A la vérité,

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*A complete examination was published as part of an article on Advanced Placement in the December 1965 issue of the *French Review*. Although some aspects of the examination have been modified (in particular the essay questions of Section III are now usually more tightly related to the reading list and the directions for them are more precise and less ambitious), the published examination is representative of the scope and difficulty of the present forms. A tape of the recorded material from that examination and a reprint of the article are available for $6 from: College Board Advanced Placement Examination, Box 977, Princeton, New Jersey 08540.

le critique, en tant qu'individu, ne parvient que bien rarement—et c'est fort heureux—à un pareil résultat; mais *la* critique, dans son ensemble—et c'est grave—l'obtient presque toujours.

L'attitude des créateurs à l'égard de ce pouvoir dont ils dépendent plus qu'ils ne veulent l'avouer, est souvent contradictoire: lorsque la critique les encense, ils en font le plus grand cas—et quand elle les gronde, ils affectent de la mépriser. Ce point de vue trop compréhensible ne prouve évidemment rien. L'honnête homme qui n'est ni juge, ni partie, mais seulement, si j'ose ainsi parler, consommateur, a plus de titres à demander des comptes. Il aimerait savoir, au nom de quoi on lui commande ou lui gâte son plaisir, comme d'ailleurs son déplaisir. La critique est-elle un art, une science, une technique? Elle est un peu tout cela à la fois, et plus ou moins selon les cas. Etrange art qui à besoin d'un autre, préalable, pour faire son miel, mais art incontestable si l'on prend seulement la peine de lire une page de Sainte-Beuve ou de Thibaudet. Science incertaine à coup sûr, qui repose sur des bases toujours remises en question, mais science, cependant, puisqu'elle vise, et parfois réussit, non à dégager les lois du beau (c'est le domaine de l'esthétique), mais à éclairer, en allant du particulier au général, puis du général au particulier, les processus de la création. Technique douteuse, parfois, quand l'humeur ou la brigue viennent en fausser les règles, d'ailleurs mal codifiées; mais technique en ce qu'elle réclame un long apprentissage et ce "flair" que connaît seul l'homme de métier.

1. Dans ce passage, l'auteur
   (A) se plaint de la sévérité excessive de toute critique
   (B) prend le parti des auteurs contre les critiques
   (C) soumet à l'examen les bases de la critique
   (D) considère que la critique est trop technique pour être codifiée

2. L'auteur pense que la critique
   (A) prétend décider de la vie ou de la mort d'une oeuvre
   (B) ne joue pas un rôle très décisif dans la vie d'une oeuvre
   (C) ne veut guère faire naître le fruit de quelque ambition
   (D) cherche moins à faire naitre une oeuvre qu'à l'écraser dans l'oeuf

3. La critique est un art qui
   (A) n'est peut-être pas un art véritable
   (B) est plus technique que les autres arts
   (C) présuppose l'existence d'autres arts dont il dépend
   (D) existe surtout pour adoucir l'existence

Section II

This section consists of a series of multiple-choice questions designed to measure the student's knowledge and understanding of the works on the reading list; each question is followed by four choices from which the student is to select the correct answer.

4. Villon et Baudelaire se ressemblent quelquefois à cause de leurs
   (A) souvenirs sereins et nostalgiques
   (B) traits saillants et réalistes
   (C) allusions mythologiques
   (D) sentiments d'indifférence vis à vis de la mort

5. Une des qualités remarquables des contes philosophiques de Voltaire, c'est
   (A) l'invraisemblance voulue de l'intrigue
   (B) la peinture recherchée des personnages
   (C) la sauvité musicale du style
   (D) la description abondante de la nature

6. Dans le *Cid* et *Polyeucte* de Corneille l'amour est une passion qui
   (A) écrase aveuglément ses victimes
   (B) est strictement gouvernée par la raison
   (C) est souvent un attachement légitime, mais subordonnée à d'autres obligations
   (D) est sans valeur positive dans le code d'honneur cornélien

7. Les poésies de Vigny sont quelquefois développées d'une façon
   (A) mystique
   (B) classique
   (C) symbolique
   (D) lyrique

8. Lorsque Pascal parle de la misère de l'homme, l'image centrale s'emprunte
   (A) aux sciences biologiques
   (B) a la géographie
   (C) a la médecine
   (D) aux sciences optiques

Section III

PART A. ESSAY

The student is required to write in French on *one* of a series of literary topics. He is expected to make specific references to his readings and to limit his essay to the scope and intent of the topic.

A-1. Les héroïnes du *Cid* et d'*Andromaque* (Chimène, Andromaque et Hermione). Comparez leur caractère, leur rôle dans chaque pièce et leur attitude envers l'amour.

A-2. Par quels moyens Voltaire arrive-t-il à unifier les aventures disparates de Candide?

A-3. Quelle est l'attitude de Flaubert en face de l'héroïne de *Madame Bovary*, et comment l'exprime-t-il?

PART B. LITERARY INTERPRETATION

The student is asked to read several short passages from the works on the reading list and answer in French the questions following them. His answers should be brief and relevant and should take into account the relative importance attached to each question as indicated by the percentages in parentheses.

B-1. *Andromaque*

Pyrrhus: Hé bien, Madame, hé bien, il faut vous obéïr:
Il faut vous oublier, ou plutôt vous haïr.
Oui, mes voeux ont trop loin poussé leur violence
Pour ne plus s'arrêter que dans l'indifférence.
(5) Songez-y bien: il faut désormais que mon coeur
S'il n'aime avec transport, haïsse avec fureur.
Je n'épargnerai rien dans ma juste colère:
Le fils me répondra des mépris de la mère;
La Grèce le demande, et je ne prétends pas
(10) Mettre toujours ma gloire à sauver des ingrats.

(20%) 1. Expliquez la situation dans laquelle Pyrrhus prononce ces paroles.

(40%) 2. Qu'est-ce que le langage de Pyrrhus nous apprend sur son caractère?

(40%) 3. Quelles seront les réponses d'Andromaque à cet ultimatum?

B-2. *Discours sur les sciences et les arts*

Voilà comment le luxe, la dissolution et l'esclavage ont été de tout temps le châtiment des efforts orgueilleux que nous avons faits pour sortir de l'heureuse ignorance où la sagesse éternelle nous avait placés. Le voile épais dont elle a couvert

toutes ses opérations semblait nous avertir assez qu'elle ne nous a point destinés à de vaines recherches. Mais est-il quelqu'une de ses leçons dont nous ayons su profiter, ou que nous ayons négligée impunément? Peuples, sachez donc une fois que la nature a voulu vous préserver de la science, comme une mère arrache une arme dangereuse des mains de son enfant; que tous les secrets qu'elle vous cache sont autant de maux dont elle vous garantit, et que la peine que vous trouvez à vous instruire n'est pas le moindre de ses bienfaits. Les hommes sont pervers; ils seraient pires encore s'ils avaient eu le malheur de naître savants.

(30%) 4. Quels sont, selon Rousseau, les dangers de la science?

(40%) 5. Quel rapport pouvez-vous établir entre la "sagesse éternelle" (ligne 3–4) et la "nature" (ligne 9)?

(30%) 6. En vous basant sur les idées exposées dans ce passage, expliquez l'opinion qu'a Rousseau de l'homme en général.

ANSWER KEY TO MULTIPLE-CHOICE QUESTIONS, FRENCH

1–C, 2–A, 3–C, 4–B, 5–A, 6–C, 7–C, 8–D

1969 Advanced Placement Foreign Languages Conference:
June 26–28, University of Wisconsin. Richard Switzer, *chairman*.

1969 Advanced Placement Examination in French:
Tuesday, May 13, afternoon session.

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